



LEARN
THRIVE
SOAR

D. C. Virgo Preparatory Academy

Parent – Student Handbook 2024–2025 School Year



Dear Families,

Welcome to David Clarke Virgo Preparatory Academy! We look forward to working with you and your child this school year. The staff at D.C. Virgo Preparatory, along with faculty of the University of North Carolina at Wilmington, is dedicated to helping every student excel academically and personally. We seek to provide students with the tools and knowledge necessary to demonstrate excellence and leadership in elementary, middle school, high school and beyond.

At D.C. Virgo, we strive to provide an integrated curriculum focused on meeting the needs of all students. Students may participate in school and/or community projects to promote responsibility, empathy, and integrity. Students may also be provided opportunities to spend time in professional settings and on a university campus to increase their understanding of the world of work and the college experience. Small class sizes at D.C. Virgo Preparatory Academy provides unique learning opportunities for students. Teachers are able to enhance their lessons to meet the needs of students by providing one-to-one assistance, small group collaboration, and also working alongside support teachers.

As stakeholders, you are an integral partner of your child's growth and success. We strive to cultivate a school community where school staff and families work together to best meet the needs of each and every child. We will hold students to high standards and expectations to cultivate a school community of confident, hard-working students who follow a strong moral code.

Please review the following pages to familiarize yourself with our expectations, procedures, and policies at D.C. Virgo Preparatory Academy. Please feel free to contact the office with any questions.

As always, thank you for choosing David Clarke Virgo!

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July 2024						
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August 2024						
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September 2024						
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October 2024						
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2024-2025



Restart Year-Round Calendar

JULY

4.....July 4th Holiday
 23.....Undesignated Teacher Workday
 24-25.....Designated Teacher Workdays
 26-29.....PD/Planning Day
 30-31.....Designated Teacher Workday

AUGUST

1.....First Day of School
 1-2.....Staggered Enrollment
 20-21.....Designated Teacher Workdays (PD)
 30.....Interim Reports

SEPTEMBER

2.....Labor Day Holiday
 27.....End of Grading Period
 30.....Intercession

OCTOBER

1-11.....Intercession
 16.....Report Cards

NOVEMBER

5.....Election Day/Designated Teacher Workday
 11.....Veterans Day Holiday
 13.....Interim Reports
 27.....Vacation Day
 28-29.....Thanksgiving Holidays

DECEMBER

19.....End of Grading Period
 20-23.....Vacation Days
 24-26.....Christmas Holidays
 27-31.....Vacation Days

JANUARY

1.....New Year's Day Holiday
 2-3.....Intercession
 8.....Report Cards
 20.....Martin Luther King, Jr. Holiday

FEBRUARY

10.....PD/Planning Day
 11.....Interim Reports

MARCH

14.....End of Grading Period
 19.....Report Cards
 28.....PD/Planning Day

APRIL

7-11.....Intercession
 14-17.....Spring Break
 18.....Good Friday Holiday

MAY

1.....Interim Reports
 26.....Memorial Day Holiday

JUNE

6.....Last Day&Half Day for Students, End of Grading Period
 9.....Designated Teacher Workday
 10-11.....Undesignated Teacher Workday
 12.....Report Cards Mailed

First/Last Day of School
 Undesignated Teacher Workday
 Designated Teacher Workday
 Holiday
 Vacation Day
 Half Day for Students
 Interim Reports
 Report Cards
 PD/Planning
 Intercession
 Staggered Enrollment

January 2025						
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April 2025						
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May 2025						
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June 2025						
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Mission

At D. C. Virgo Preparatory Academy, a Laboratory School through the University of North Carolina at Wilmington, we support the academic, social, and emotional growth of all students. Our learning community is personalized, inquiry-based, experiential, and reflective. Students will learn, thrive, and soar.

Vision

To create a community of engaged, successful learners and leaders, students and staff, who work with collective responsibility to promote civic engagement through self-advocacy and innovative partnerships.

Our Core Values and Commitments - Our "Why"

We have intentionally formed partnerships to:

1. Nurture creativity and innovation in teaching and learning
2. Create a safe and welcoming, student-centered learning environment
3. Support the developmental growth and exploration of all learners
4. Embrace critical literacy to understand, participate and engage in the world
5. Foster resiliency to grow and empower future leaders
6. Construct a whole-child, whole-school, whole-community approach that engages students' families

Guiding Principles: Fundamentals of the Lab School Philosophy

1. High Expectations and Quality Curriculum
2. Instructional Practices
3. School Climate
4. Monitoring of Progress and Use of Data
5. Effective School Leadership
6. Community and Family Engagement and Support Services
7. Teacher and Leader Pre-Service and Support Service
8. Operational Health

School Improvement Through NCStar Indicator Dimensions

A comprehensive needs assessment is critical to the development of a high-quality school program. A systematic review of practices, processes, and systems within a school assists school leadership in determining needs, examining their causes, and setting priorities for future action. The needs assessment consequently guides the development of a meaningful school plan and suggests benchmarks for evaluation. Information and

discussion were around the following: Student Achievement and Growth Data; Student Attendance, Discipline, Demographic and Retention Data; Teacher Recruitment, Retention, and Attendance Data; and Perception Data. Research supports that schools that undergo a careful analysis of data and information make better decisions about what to change and how to institutionalize systemic change. **NCStar** is a web-based tool that guides a district or school team in charting its improvement and managing the continuous improvement process. **NCStar** builds accountability as well as helps schools track their improvement plans. **NCStar** is premised on the firm belief that district and school improvement is best accomplished when directed by the people, working in teams, closest to the students. The indicators are as follows:

- A. Instructional Excellence and Alignment
- B. Leadership Capacity
- C. Professional Capacity
- D. Planning and Operational Effectiveness
- E. Families and Community Engagement

Four Pillar Focus

Pillars were developed to create goals and actions based on their alignment with school improvement, building needs and school goals based on the desires of the Board of Governors. These pillars provide a focus for school-based teams to establish schoolwide expectations, create opportunities for university involvement, and create timelines with action items and deliverables:

- 1. Social Emotional Learning
- 2. MTSS (Multi-Tiered Systems of Support) /PBIS (Positive Behavior Intervention Systems)
- 3. School and Community Resilience
- 4. Literacy

Starting With Our Why

Our school, D.C. Virgo Preparatory Academy, will operate with the fundamental assumption that all learning, whether it occurs collectively or individually, locally or globally, should integrate questioning and creativity in purposeful ways that inspire solutions to persistent, real-world problems. In today's schools, students are driven to complete tasks and perform well on high stakes assessments, leaving little time for true mastery of content and minimal time for extended exploration. At its core, we

fundamentally believe that the individual always connects to a larger whole, that this connection extends student possibilities, and that uncovering possibilities kindles a student's capacity to innovate. This kind of learning qualitatively enhances the human condition by pushing us to embrace the unpredictable and allows us to let go of the typical boundaries that limit our imaginative potential in traditional public schools. In this kind of learning environment, assessment is conducted for student learning, not merely to score students' work. In a world marked by iPads, iPhones, and the internet, our place in the world bridges the digital and the physical. Who our students are and who they hope to become depends on their ability to live locally and network globally. Doing so requires us to implement a curriculum that is personalized, inquiry-based, experiential, and reflective.

Who We Are?

"We are D.C.Virgo. We stand together united as one, as friends and as a family. We are loved; we are strong; we are accountable for our learning, our actions and our future."

School Mascot and School Colors

The school mascot is a lion; we are also visited by Sammy the Seahawk. Our school colors are teal, purple, gray and white.

Staff Directory

ADMINISTRATIVE STAFF

NAME	ROLE
Sabrina Hill-Black	Principal
	Assistant Principal

FRONT OFFICE STAFF

NAME	ROLE
Michelle Dykes	Administrative Assistant
Emily Fitzgerald	Administrative Spec/Data Manager
Anne Giddings	Nurse

SUPPORT STAFF

NAME	ROLE
Amy Horgan	Social Worker
Sarah Veit	EC Director
Dakota Lehman	Behavior Specialist/Counseling
Kemeka Sidbury	Academic Learning Coordinator
Lindsey Morgan	Literacy Coach
Shay Keith	Tech Support Analyst

Rachel Garrity	MTSS Specialist
Caroline Hogan	Speech Therapist
Emily Dale	Student Support Specialist
Leo Wilson, Jr.	Middle School EC Resource
Camille Sykes	EC Instructional Assistant
Ashley Abraham	Instructional Assistant
Rhonda Butler	Instructional Assistant
Kwanisha Jenkins	Instructional Assistant
Emma Stevens	Instructional Assistant
Eva Battle	Interventionist
Linda Granger	Interventionist
Pamela M. Greene	Interventionist
Sherry Morris	Interventionist
	School Resource Officer
Diane Anttila	EC Tutor
Beth DeAngelis	EC Tutor

INSTRUCTIONAL STAFF

NAME	ROLE
Stephenaiya Proctor	Kindergarten

Keira Abraham	1st Grade
Shawn Miller	2nd Grade
Nathaniel Johnson	3rd Grade
Colette Fraley	4th Grade
Jasmine Ruiz	5th Grade
Jacqueline Dalessio	Elementary EC Teacher
Victoria Yates	Middle School ELA
Melissa Foster	Middle School Math
Tikisha Johnson	Middle School Science
Fatimah Islam	Middle School Social Studies

ELECTIVES

NAME	ROLE
Jo'Landa Sidbury	PE/Health
Molly Chamness	Art
Jennifer Campbell	Music
Tamika Bierlein	Media & Technology

CUSTODIAL STAFF

NAME	ROLE
Antonio Chance	Head Custodian

Bertha Bland	Custodian
Jakara Roberts	Night Custodian
Kimberly Biggett	Night Custodian

CAFETERIA

NAME	ROLE	ROOM	EXTENSION
Patricia Green	Manager	Cafeteria	76280
Joan Davis	Server	Cafeteria	
Jennifer Lowe	Cook	Cafeteria	

Part II: Student Attendance and Tardies

General Requirements

Lawful, Excused Absences

Unexcused Absences

School-Related Activities

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Rule of Procedure in Law Enforcement

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Excessive Tardy Procedure

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General Requirements

Attendance in school and participation in class are integral parts of academic achievement and the teaching-learning process. Through regular attendance, students develop patterns of behavior essential to professional and personal success in life. Regular attendance by every student is mandatory. The State of North Carolina requires that every child in the State between the ages of 7 (or younger if enrolled) and 16 attend school. Parents and legal guardians are responsible for ensuring that students attend and remain at school daily (DCVPA Policy 4400). DC Virgo Preparatory Academy has the responsibility for properly recording absenteeism and tardiness by notifying parents when needed and discouraging excessive absences in accordance with state law. G.S. 115C-307 (f)

Lawful, Excused Absences

Pursuant to state law G.S. 115C-378 and the rules and regulations of the N. C. Department of Public Instruction, School Attendance and Student Accounting Manual, the following shall constitute a lawful excused absence, provided satisfactory evidence is given to the appropriate school official:

Lawful Absences

The superintendent, principal, or teacher who is in charge of a school has the right to excuse a student temporarily from attendance on account of sickness or other unavoidable cause. (Below are the valid/lawful excuses for temporary nonattendance of a student at school.)

1. Illness or Injury: When the absence results from illness or injury which prevents the student from being physically able to attend school.
2. Quarantine: When isolation of the student is ordered by the local health officer or by the State Board of Health.
3. Death in the Immediate Family: When the absence results from the death of a member of the immediate family of the student. For the purpose of this regulation, the immediate family of a student includes, but is not necessarily limited to, grandparents, parents, brothers, and sisters.
4. Medical or Dental Appointments: When the absence results from a medical or dental appointment of a student.
5. Court or Administrative Proceedings: When the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness. The Local Board of Education can be considered an administrative tribunal.

6. Religious Observance: School principals are required to authorize a minimum of two excused absences each academic year religious observances required by faith of a student or a student's parents. The student shall be given the opportunity to make up any tests or other work missed due to this excused absence. (S.L. 2010-112)
7. Educational Opportunity: When it is demonstrated that the purpose of the absence is to take advantage of a valid education opportunity, such as travel. Approval for such an absence must be granted prior to the absence. This would include, but is not limited to, a student serving as a legislative page or a governor's page.
8. Local School Board Policy: LEAs may excuse temporary or occasional absences for other reasons in accordance with local school board policies, provided that the student has been in attendance for at least one-half of a school day during the current school year.
9. Absence related to Deployment Activities: - A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting for the purpose of visiting said parent or legal guardian. (G.S. 115C-407.5 Article V (E))
10. Child Care: Absences due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent are to be coded excused (lawful). (G.S. 115C-375.5)

When a student must miss school, a written excuse signed by a parent or guardian must be presented to the student's teacher or front office on the day the student returns after an absence. Absences due to extended illnesses may also require a statement.

In the case of excused absences, short-term out-of-school suspensions, and absences under [G.S. 130A-440](#) (for failure to submit a school health assessment form within 30 days of entering school) the student will be permitted to make up his or her work. (See also policies 4110, Immunization and Health Requirements for School Admission, and 4351, Short-Term Suspension.) The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

Unexcused Absences

Absences for reasons other than those listed above may be deemed unexcused.

The School Principal and his/her staff shall take appropriate action to prevent excessive absences and/or provide counseling for students with a history of excessive absences. Parents must be notified of their child's excessive absences, and the principal and/or social worker/teachers shall then work with the student and his family to analyze the causes and to determine the steps to eliminate the problem.

School-Related Activities

All classroom activities are important and difficult, if not impossible, to replace if missed. Principals shall ensure that classes missed by students due to school-related activities are kept to an absolute minimum. The following school-related activities will not be counted as absences from either class or school:

1. Field trips sponsored by the school;
2. Job shadows and other work-based learning opportunities, as described in [G.S. 115C-47](#)(34a);
3. School-initiated and -scheduled activities;
4. Athletic events that require early dismissal from school;
5. Career and Technical Education student organization activities approved in advance by the principal;
6. In-school suspensions.

Assignments missed for these reasons are eligible for makeup by the student. The teacher will determine when work is to be made up. The student is responsible for finding out what assignments are due and completing them within the specified time period.

Excessive Absences

Class attendance and participation are critical elements of the educational process and may be taken into account in assessing academic achievement. Students are expected to be at school on time and to be present at the scheduled starting time for each class.

The principal shall notify parents and take all other steps required by [G.S. 115C-378](#) for excessive absences.

If a student is absent from school for five or more days in a semester, the principal shall consider whether the student's grades should be reduced because of the absence. The principal shall review other measures of academic achievement, the circumstances of the absences, the number of absences, and the extent to which the student completed missed work. The principal may make any of the following determinations:

1. The student will not receive a passing grade for the semester;
2. The student's grade will be reduced;
3. The student will receive the grade otherwise earned; or
4. The student will be given additional time to complete the missed work before a determination of the appropriate grade is made.

Rule of Procedure in Law Enforcement

G.S. 115C-378 provides that "every parent, guardian, or other person in the state having charge or control of a child **between the ages of 7 and 16 years** shall cause such child to attend school continuously for a period equal to the time which the public school to which the child is assigned shall be in session."

The school will notify parents of excessive absences under the following conditions:

1. After the **third** unexcused absence,
 - a. The Principal or her designee shall notify the parent/guardian by email, letter or phone.
2. After the **sixth** unexcused absence,
 - a. The principal or designee shall notify, by mail and may also email, the parent/guardian of the student's excessive number of unexcused absences from school that she/he may be in violation of the Compulsory Attendance Law and may be prosecuted if the absences cannot be justified under the established attendance policies of the school.
 - b. The principal may request that the parent and student attend a meeting with the School Social Worker and other designees.

During the meeting, the school will outline the consequences of continued attendance violations, answer the family's questions and provide any additional pertinent or requested information. The student, parents and school will enter into an attendance contract which includes an individualized case plan. A faculty member or administrator will touch base with the family periodically to monitor the student's progress, remove barriers from achieving the attendance goals and to update the contract as needed. The school has the authority to change unexcused absences to excused absences upon presentation of appropriate documentation.

- a. Notification of the parent shall be mailed and shall state that the parent of any student between the ages of 7 and 16 years of age may be prosecuted under the General Compulsory Attendance Law if these absences cannot be justified under established policies (see G.S. 115C-378).
- b. A copy of the notice will be directed to the school principal or designee and classroom teachers who will work with the student and family to remedy the problem (see G.S. 115C-378). If warranted, the principal or school president may take legal action.
- c. At any time the principal, social worker, teachers, or parents can request to meet again to review the plan put in place after the sixth absence. The goal of that plan is to address and resolve attendance issues, however, if the plan needs to be revised, the school can choose to do so at any time. The school administrators, social worker, and/or teachers will be in frequent contact with the families after this meeting.

3. After **ten** accumulated unexcused absences in a school year, the school principal or the principal's designee shall review any report or investigation prepared under G.S. 115C-381 and shall confer with the student and the student's parent, guardian, or custodian, if possible, to determine whether the parent, guardian, or custodian has received notification pursuant to this section and made a good faith effort to comply with the law. Upon receiving notification by the principal or the principal's designee, the director of social services shall determine whether to undertake an investigation under G.S. 7B-302.

- a. If the school official determines that the parent, guardian, or custodian has not made a good faith effort to comply with the law, the school official shall notify the district attorney and the director of social services of the county where the child resides.
- b. If the school official determines that the parent, guardian, or custodian has made a good faith effort to comply with the law, the principal may file a complaint with the juvenile court counselor pursuant to Chapter 7B of the General Statutes that the child is habitually absent from school without a valid excuse.

4. If a student is absent for **more than five days** in any course, regardless of the reason for the absences, the school shall review other measures of academic achievement, the circumstances of the absences and the extent to which the student has attempted to engage in tutoring and intervention services to catch up with the missed

material/assignments. The school may recommend to the superintendent any of the following determinations:

- a. The student will not receive course/grade credit; promotion is not recommended;
- b. The student will receive the grade earned;
- c. The student will be given additional time to catch up with the missed material and assignments before a determination of the appropriate grade is made

The school team will meet when a student reaches **15 total absences** (excused or unexcused). Because school attendance most often directly correlates with successful academic and social performance, the possibility of student retention will be discussed at this meeting. The school team will review all documentation provided by parents and look at communication with school staff including administration, counselors and teachers concerning the plan put forth after the sixth absence if applicable. A recommendation will be made concerning possible retention of the student by the attendance council.

Tardy Policy

D.C. Virgo Preparatory Academy provides transportation for students through New Hanover County Schools. Parents who choose to provide their own transportation for their students to school must make the personal commitment to bring their children to school on time. The responsibility of arriving to school on time rests on the school for those students using school provided transportation and with the parent/guardian(s) for those students not utilizing school provided transportation.

We expect all students to arrive at school on time every day. Students are tardy if they are not in their classrooms by 7:30 AM. If a child arrives at school after 7:45 AM., a parent must come into the building to sign him/her in at the front office to utilize our computer system to receive a pass to class. When students are late for class, they lose valuable instructional time and this causes a disruption to the learning environment.

Oversleeping, car trouble, and traffic delays are considered unexcused tardies. To have an excused tardy, the student should present the tardy pass and a signed note to the teacher stating a legitimate reason for the student's tardiness.

Excessive Tardy Procedure

After the third unexcused tardy, the school principal or designee shall email or call the parent/guardian to develop resources to help the student arrive on time to school.

After the sixth unexcused tardy the school social worker shall notify the family that excessive tardies are not helping the student meet the mission and vision of the school. A meeting with the school principal and/or school counselor/faculty will be requested.

After the tenth unexcused tardy the school shall notify the parent/guardian to discuss a course of action.

Early Check Out

Just as absent or tardy students cannot fully participate in all learning opportunities, students who are checked out early miss valuable classroom time. Parents are strongly encouraged to consult the school calendar and make doctor's and other appointments after school or on teacher workdays whenever possible.

Students checked out for the day before 12 PM are marked absent for the day.

When a student is being checked out, the parent must sign the child out in the front office. The school will not honor requests that the child wait in the front office at a specific time or meet their parents in the parking lot. Students will not be released to siblings younger than 18 years of age. Though it may cause an occasional inconvenience, this policy is essential for each child's safety. Parents should allow time for following the procedure above.

Part III: Transportation
Transportation Plan
New Hanover County Schools Transportation
Arrival at School
Drop Off and Pick Up
After School Dismissal
After School Vans
Transportation Changes

Transportation Plan

NC General Statute 116-239.8 indicates “Food and transportation services. – The local school administrative unit in which the laboratory school is located shall continue to provide food services and transportation to students attending the laboratory school. The chancellor shall arrange for the provision of these services from the local school administrative unit.” D. C. Virgo Preparatory Academy collaborates with New Hanover County Schools to provide bus transportation to our students within the county who live outside the determined “walk zone”. Students must clearly respect all transportation plans, behavior management plans, and safety standards as school disciplinary action shall be taken for disruptions on the bus, at the bus stop, and within the bus stop zone.

New Hanover County Schools Transportation: *“The mission of the Transportation Department is to transport students to and from school safely, on schedule, and ready to learn. The Transportation Department strives to set forth a working environment whereby drivers, through teamwork, build relationships in our school system and in our community. Transportation personnel in New Hanover County Schools receive formal training to ensure development of professional drivers and mechanics who are fully dedicated to the accident-free transportation of all students.”*

From <https://www.nhcs.net/divisions/operations/transportation/school-bus-safety:>

How to Get a Bus: To request a bus stop, contact the school's main office. Students are assigned to a community stop nearest their home address and must be assigned a bus number before they can ride. Students who live 1.5 miles outside the safe walking distance of their assigned school are eligible. Students MUST use the bus at least three times per week to remain eligible for bus transportation. To track the bus, download the Edulog Parent Portal App. Instructions to set up Edulog Parent Portal App can be found at <https://www.nhcs.net/divisions/operations/transportation/edulog-parent-portal-bus-tracking>

Request Deadlines: Current school year bus requests will roll over into the new school year. New bus stop requests must be made before the deadline in order to ride the bus on the first day of school. Late bus stop requests will not be processed until after the first two weeks of school. School bus transportation will not be available until a Bus Pass is issued to the student. Bus requests take 3-5 days to process.

Restart Calendar Bus Request Deadline: July 11, 2024

Rider Requirements: Riders must use the bus at least three times per week to remain eligible for bus transportation. Students should be at the bus stop at least 10 minutes before their scheduled pick-up time and allow time for delays due to traffic. Students may only get on or off at their assigned stop – any exception must first be approved by both the school and Transportation.

Permission Forms: Kindergarten through 2nd Grade students must be met at the bus stop by a parent or legal guardian unless they have submitted a “Parent/Legal Guardian Permission Form For Bus Stop Drop-Off” form which can be obtained from the school office. Once the form has been submitted and processed, the student may get off at their assigned stop by themselves. If, for some reason, the student is uncomfortable getting off the bus, the driver will return the student to their school.

All special education students are required to be met by a parent/guardian unless approved by the school and Transportation by using the Special Education Afternoon Release Consent Form. Without this form on file, the student will be returned to school.

Seat Belts on Buses: New Hanover County Schools has 31 buses with seat belts. State law requires every passenger to wear their seat belt in its proper location whenever they are being transported.

Cameras on Buses: New Hanover County Schools' buses are equipped with a video camera. Footage may be sent or requested as needed by school principals.

Additional Bus Information to Consider

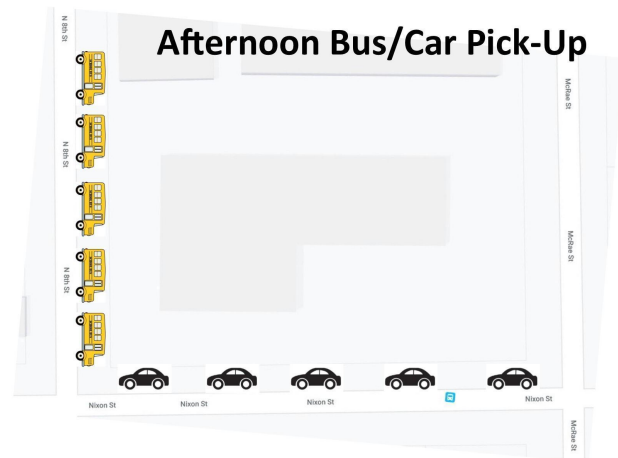
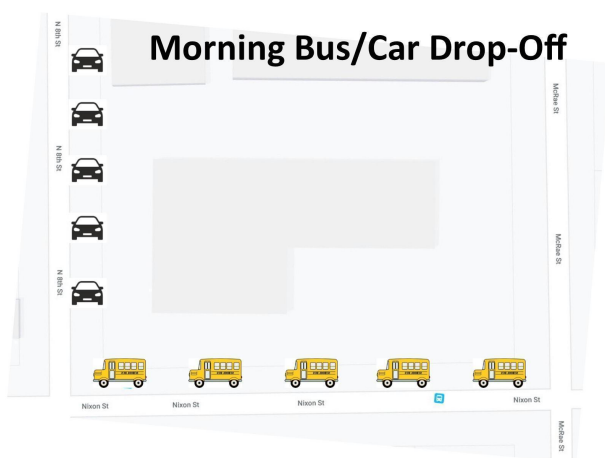
- Students shall not attempt to ride on a school bus unless assigned by the principal or principal designee.
- Students shall not board or disembark the bus unless it is their assigned stop.
- When students load the school bus, they should take their assigned seats quickly, remain seated, and face the front at all times.
- With permission of the driver, students are allowed to converse quietly with students sitting near them
- Students shall not rush to get off the bus.
- Students shall not loiter or play near a stopped bus.
- The following is a nonexclusive list of specific bus behaviors that are prohibited:
 - Putting any body part outside of the bus;
 - Throwing objects about the bus or out the window;
 - Eating or drinking on the school bus;
 - Engaging in any activity associated with fire or smoke, including lighters, cigarettes, vapes, or other such objects;
 - Piling books, musical instruments, lunch boxes, or other objects in the bus aisle;
 - Using profane or indecent language, tobacco, alcoholic beverages, illegal drugs or substances that mimic the effects of illegal drugs;
 - Taking pets or animals on the school bus;
 - Taking balloons on the school bus;
 - Making loud or boisterous noises that have the potential of distracting the driver's attention;
 - Fighting or playing on the school bus;
 - Tampering with the emergency door or any other part of the bus;
 - Marring or defacing the bus in any way;
 - Harassing or assaulting other students, the driver or bus monitor; and

- Making obscene gestures.
- Students who fail to observe these rules are subject to immediate disciplinary action since their failure to do so may affect the safety of others. The driver will report a student who misbehaves to the principal or principal designee on the same school day if the incident occurs in the morning, or the next morning if it occurs in the afternoon. Disciplinary action may include suspension from the bus and other disciplinary action.

Arrival at School

Students may report to class at 7:15 AM where students begin to unpack and prepare for the day. School begins at 7:15 AM. Students may arrive at school by 7:00 AM. Our breakfast program is served from 7:00–8:00 AM daily.

Drop –Off and Pick Up



After School Dismissal

DCVirgo will have two dismissal procedures:

Car riders, Walkers/Bike riders: If your child is walking home to a child-centered environment in close proximity to the school (Community Boys and Girls Club, DREAMS, etc.), riding a bike, or car pick-up, they will be dismissed beginning at 2:30 PM by school staff.

Bus riders: If your child will be riding the school bus, transportation dismissal will begin at 2:30 PM. You may be provided with the estimated time of arrival home through the phone app.

After School Pick-Up Notes to Consider

The school day ends at 2:30 PM. Dismissal is not a time for parents to conference with teachers. Teachers are working to ensure every child gets home safely. It's a busy time of the day and the teacher cannot give parents their full attention. Please contact your child's teacher to arrange a time to have a parent conference. Remember: you may have "just a quick question," but if several other parents do this, the teacher's ability to monitor students is seriously diminished. Please be respectful of the teachers' need to focus on the safety of the students at dismissal.

After School Vans

Please indicate on the initial student information paperwork and designate the name of the company, a contact phone number and additional pertinent information (days of the week, etc.). If your child will be riding a van to an after school care provider, it is your responsibility to call the van service if your child will not be riding that day. Please ask for a window placard to place in the window of the van to assure those on duty know the van is for your child.

Transportation Changes

Any transportation changes should be made in advance and **at least one hour prior to dismissal**. In the event of an address change and bus transportation is needed, please contact Mrs. Dykes or Ms. Fitzgerald in the main office; they will assist with communicating the necessary changes to the NHCS Transportation department.

Part IV: Student Behavior Expectations and Procedures	
Student Expectations	Corporal Punishment Statement
Positive Behavioral Intervention and Supports	Discipline Policy
Student Code of Conduct	Academic Integrity
Teacher Responsibilities	Dress Code
Administrative Responsibilities	Recess Expectations

Reportable Offenses	Cell Phones
Bullying	Technology and Internet

Student Expectations

- Believe in your unlimited possibilities for greatness
- Build and maintain positive, trusting relationship with school staff
- Create and support an environment that celebrates the unique diversity of our community
- Plan and organize your daily routines to be successful throughout your day
- Strive toward accepting responsibility and learning to be accountable
- Show respect to other students, their families and all staff
- Learn and demonstrate school-wide behavioral expectations
- Come to school every day, arrive at each class on time ready to learn and give your best effort
- Intervene on behalf of any individual who is a target of bullying and report any acts of bullying immediately
- Tell an adult when you need help or support

Positive Behavioral Intervention and Supports (PBIS)

D.C. Virgo Preparatory Academy embraces PBIS. Through this program and MTSS (Multi-Tiered System of Supports), we expect our students to strive in all academic and social opportunities.

PBIS (Positive Behavior Interventions and Supports) is a school-wide behavior expectations framework for students. It is governed by teachers, administrators, and parents. The school focuses on presenting and promoting behavior expectations in a positive way by proactively teaching students what “to” do, rather than having to “react” and tell them what not to do.

PBIS approaches discipline/ behavior expectations in the same manner as academic subjects – by teaching the behaviors we expect the students to learn and display. Just as with academic deficits that are sometimes noticed in students. When a student displays a need for increased attention in a behavior area, a more intensive approach will be provided to assist them in being successful in learning and displaying appropriate

behavior expectations. This approach gives students every opportunity to learn appropriate behaviors before the school utilizes disciplinary consequences.

The **PBIS** system is based on an “equitable” schoolwide program in which every staff member must be consistent with every student for the program to work. Thus, the **Discipline Matrix** adopted by school staff will be followed for every student on every occasion. In doing so, students will learn to count on the stability and safety that the PBIS system provides. Students will be assured that their positive behavior results in consistent recognition. This “trust” in the PBIS system, the school, the staff, and in each other is the type of culture of “mindfulness” we seek to promote at D.C. Virgo.

PBIS PAWS Matrix

[PAWS Matrix Link](#)

Discipline

D.C. Virgo Preparatory School believes school is a time for growth and exploration. Along with academics, students must learn respect for others, self-control, and the natural consequences of their actions. Through both direct instruction and modeling, all adults at D.C. Virgo will make every effort to help each child be a contributing member of a school community that is both safe and conducive to learning.

Student Code of Conduct

- **Students** will maintain respect for fellow classmates, adults, school property of others and themselves.
- **Students** are to use good manners, show consideration for others, and walk quietly at all times when inside the building and on the school campus.
- **Students** are to respect all school property and the property of their classmates.
- **Students** are expected to arrive at school on time and leave promptly in the afternoon. Walkers are to go straight home. Those waiting for rides will wait quietly. Students who walk should make plans with their parents about what to do if it is raining or other inclement weather. Students will be allowed to utilize the office phone to contact parents for pick-up and emergency situations.
- **It is the student's** responsibility to have their classroom materials and homework for the day upon arrival.

- **Fighting, rowdy behavior**, stealing, and cheating will be handled on an individual basis. Such action will not be tolerated.
- **Students will not possess any object that can reasonably be considered a weapon. This will be handled on an individual basis and is unacceptable or tolerable behavior.**
- **During a drill, fire drill**, tornado drill, or other emergency situation, all students will follow the teacher's directions promptly without talking.
- Further, items such as toy weapons, poppers, firecrackers, or any explosive device that is dangerous or interrupts the daily school routine is strictly forbidden and will be reported to the local police department.

Teacher Responsibilities

Teachers will notify parents by phone, email or additional forms of communication when inappropriate behavior occurs, or when a major infraction(s) occurs, following the school's expectations. Students are to cooperate with teachers to provide assistance with redirection and correction of minor offenses. They will provide instructional materials for students as needed. Students are encouraged and expected to place emphasis on all school wide and classroom expectations including restorative practices and goals within the PBIS program.

Administrative Responsibilities

An administrator will contact the parent/guardian each time a student is referred for multiple minor fractions and/or major infraction. The administrator will also notify the parent/guardian when their child is removed from the classroom for disciplinary infractions and when he/she is referred for suspensions. School administrators work diligently to use a restorative approach to discipline.

Reportable Offenses

D.C. Virgo Preparatory Academy is obligated by law (North Carolina General Statute 115C-288) to report the following incidents to the State Board of Education; the Principal may choose to contact law enforcement authorities and/or utilize the School Resource Officer:

- | | | |
|--|---------------------------|-------------------------|
| ➤ Arson | ➤ Battery | ➤ Discrimination |
| ➤ Assault | ➤ *Bullying | ➤ Disability |
| ➤ Assault resulting in serious injury | ➤ Dangerous Weapon | Harassment |

- | | | |
|---|--------------------------------------|--|
| ➤ Disruption of the Learning Environment | ➤ Indecent Exposure | ➤ Sexual Harassment |
| ➤ Drugs, Alcoholic Beverages, etc. | ➤ Insubordination | ➤ Sexual Misconduct |
| ➤ Explosives, Fireworks, and Foul Substances | ➤ Littering | ➤ Sexual Offense |
| ➤ Extortion | ➤ Neglecting Responsibility | ➤ Smoking or Using Tobacco Products |
| ➤ Forgery | ➤ Obscenity | ➤ Throwing Stones or Other Missiles |
| ➤ Gambling | ➤ Persistent Disobedience | ➤ Theft |
| ➤ Harassment | ➤ Possession or Using Weapons | ➤ Trespass |
| ➤ Hazing | ➤ Rape | ➤ Truancy |
| | ➤ Sexual Assault | ➤ Vandalism |

Bullying

*Bullying is a series of deliberate and hurtful actions inflicted by one or more students who are perceived to be or are actually stronger, more confident, and/or more aggressive than the target, or who simply outnumber the target. Bullying may be: 1) physical, 2) verbal, 3) social/relational, and/or 4) sexual harassment. Social/relational bullying consists of indirect, covert attempts to affect the target's reputation or social standing. It may or may not include "cyber bullying," which is the use of information and communication technologies such as email, cell phone text messages, instant messaging, and defamatory personal polling web (such as "Facebook", "Instagram" or "Snapchat") sites to intentionally harm others.

Bullying is to be reported to North Carolina State Disciplinary Data Collection after repeated, deliberate acts (e.g. threats, shoving, chasing, pinching, etc.) are observed or reported over time. Bullying does not have to be reported in conjunction with any other act. A teacher or the Principal may deem a student to be bullying simply due to the repetitiveness of the harassment of another student, especially after warnings to stop the behavior. Reporting bullying is a State Board requirement.

The "Prohibition Against Discrimination, Harassment, and Bullying DCVPA Policy 4021" can be found at:

[Prohibition Against Discrimination, Harassment, and Bullying DCVPA Policy 4021](#)

To report incidents of Discrimination, Harassment or Bullying please use the link below:

[Parent/Adult Report Form](#)

Corporal Punishment Statement

D. C. Virgo Preparatory Academy prohibits the use of corporal punishment in any form. Corporal punishment is defined as any kind of physical punishment inflicted upon the body of the student. Any employee shall be responsible for notifying the principal of any observed or suspected incidence of corporal punishment.

Discipline Policy

<https://uncw.edu/academics/colleges/wce/partnerships-centers/school-partnerships/dc-virgo/policies>

DCVPA works to maintain a school-wide proactive system of support for creating and maintaining a safe and effective learning environment in which appropriate behavior is the norm. We believe in restorative practices designed to decrease out of school suspension and create a more positive school culture that promotes techniques and strategies focused on becoming an equitable, respectful and positive school community.

“Primary Prevention” is utilized school-wide for all students. By teaching and emphasizing a small set of School-Wide Behavior Expectations as rules of conduct, the minor, common-but constant-student disruptions are minimized.

Positive conduct is rewarded as it occurs. The school utilizes a Positive System of Behavior (PBIS) approach and methodologies. There are rewards/activities for classrooms which have perfect attendance for the month (which includes no tardies). There are also awards assemblies for scholarship, citizenship and perfect attendance (no tardies). There are monthly announcements over the intercom for demonstrating the character trait of the month.

Our goal is to provide an environment for every student that allows growth and the expectation of high behavioral standards. Teachers will work intentionally to hold students accountable for the actions and redirect behaviors that impede success. When students demonstrate minor offenses, teachers will follow a process of redirection to assist in their individual growth.

Academic Integrity

In all learning activities, students are expected to demonstrate academic integrity. Academic integrity is when students make the correct decision when faced with the choice to cheat, copy, or represent others' work as their own. The purpose of this policy is to distinguish academic integrity from academic dishonesty, and to outline the consequences when expectations are not met. Academic integrity violations can include, but are not limited to the following: cheating, plagiarism, falsification. Academic dishonesty includes, but is not limited to:

- looking at another student's answers or using an unapproved "cheat sheet" during a test;
- providing answers on a test or homework assignment to other students;
- allowing another person, such as a parent or tutor, to complete an assignment for a student;
- using material word for word from a website or book without using quotation marks and citing the source;
- encouraging others to commit academic dishonesty.

Academic dishonesty will be addressed by teachers in consultation, as necessary, with the Principal. Factors such as severity, frequency, age of student, and impact on the class and other students will be considered. Consequences for academic dishonesty may include:

- losing all or partial credit for an assignment;
- having to redo an assignment for partial or no credit;
- loss of privileges;
- suspension.

STUDENT DRESS CODE

Students are expected to adhere to the standards of cleanliness and dress that are compatible with the requirements of a productive and safe school environment. Those standards generally acceptable to the community as appropriate in a public setting shall be the determining criteria governing student dress.

A student's appearance, mode of dress, or condition of personal hygiene shall not be permitted to disrupt the educational process or constitute a threat to the health or safety of others.

The principal may make reasonable accommodations to this policy based on a student's religious beliefs or medical conditions. Therefore, the following rules shall be followed:

- Headwear and sunglasses are not to be worn in buildings;
- Garments must have sleeves.
- No revealing attire will be permitted and bottom clothing should cover to mid thigh;
- Shoes must be worn at all times. Students must wear sneakers during PE;
- Clothing, accessories, book bags with letters, initials, symbols, or wording that is obscene, offensive, inflammatory, or detrimental to the instructional process are not allowed;
- Clothing which promotes alcoholic beverages, tobacco, the use of controlled substances, is of a sexual nature, depicts violence, is racist or harassing based on cultural or ethnic differences and about which students have been notified may not be worn; and
- Clothing, accessories or symbols as identified by local law enforcement agencies.

At the discretion of the administration, the student will be required to make necessary modifications.

Recess Expectations

Students should:

- Put equipment away
- Use equipment for its intended purpose
- Remain in designated area
- Have fun!

Students should refrain from:

- Standing, jumping or hanging from benches or picnic tables
- Leaning or hanging on the fences or trees
- Leaving the designated area

Faculty should:

- Discuss and ensure playground expectations are discussed with their class
- Monitor play to ensure equipment is used for its intended purpose
- Survey the playground to ensure students have appropriate play areas

- ALWAYS BE ALERT AND AWARE!

Families should:

- Reinforce positive school behavior with their child
- Understand and support school policy

Cell Phones

In case of an emergency or illness, a staff member will contact a parent or guardian. We understand that in today's society, cell phones are readily available, however while at school between 7:30 AM – 2:30 PM the expectation is that students will not use their cell phones to place calls, text messages or take pictures. These devices should be turned off and put away in areas designated by homeroom teachers while students are in class.

D. C. Virgo does not assume liability for the loss of stolen or damaged cell phone devices. Students who violate this expectation will receive:

1. a verbal warning;
2. cell phones confiscated and returned at the end of the day by classroom teacher; and
3. at the third time the phone will be given to an administrator and a parent or guardian will be asked to come by the school to pick up the phone.

If a parent or guardian needs to contact or send a message to a student, please contact the main office (910) 251-6150 with the message. **Our primary concern is to safeguard instructional time.**

Technology and Internet

It is the policy of the school to:

- (a) prevent user access via its technological resources to, or transmission of, inappropriate material on the Internet or through electronic mail or other forms of direct electronic communications;
- (b) prevent unauthorized access to the Internet and devices or programs connected to or accessible through the Internet;
- (c) prevent other unlawful online activity;
- (d) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- (e) comply with the Children's Internet Protection Act.

Students will be issued a Chromebook at the beginning of the school year to engage in 21st century learning opportunities. This will include interactive digital textbooks, online education resources, and digital media. Misuse of Chromebooks that result in damages may be the responsibility of the student/family and opportunities for use may be revoked. Further, students who misuse the laptop/school internet services while using the laptop to engage in activities and/ or searches of any other sites other than those instructed to be on for classroom instructed purposes specifically directed by the teacher will have their laptop privileges revoked for some or all of the school year. This includes sending, participating in and/ or answering Google Chat (or other media) calls from or with other students as this is a misuse of classroom technology and a disruption of the learning environment.

Part V: Communication

Conferences	Newsletters
Visitors	Website
Email	

“Schools and teachers know that good communication with parents is an important part of their job. Teachers need to know about the children's families, language, and culture to help children learn. Parents benefit because they learn more about what goes on in school and can encourage learning at home. Most importantly, children benefit by improved communication because contact between home and school helps children learn and succeed.” At D.C. Virgo Preparatory Academy we know and understand the importance of school communication and make ourselves available.

Conferences

Teachers are available for conferences before school, after school and at other times designated by teachers. Protecting instructional time for all of our students is the first priority when scheduling conferences. We welcome the opportunity to meet with you to discuss your child's academic and behavior progress throughout the year. Please try to schedule a teacher/parent conference in advance.

Visitors

Visitors are always welcome at D.C. Virgo Preparatory Academy. For the safety of our students and faculty, all visitors must report to the office upon arrival and obtain a visitor's pass to be displayed on their clothing. A North Carolina ID or driver's license when visiting the school is required for use at the computer to obtain a visitor's badge which must be worn at all times during the visit. For the safety of our students and faculty members, visitors not wearing a visitor's badge will be escorted to the front office by a staff member to obtain a pass. If you are visiting your child for lunch we ask that you meet your child in the cafeteria and depart from the cafeteria to check out in the front office. Please remember that parents should not visit classrooms during instruction or dismissal times. Parents should also remember that class time is NOT a time to hold a parent conference. If parents want to volunteer in the classroom, they are welcome once approved by the classroom teacher and administration. If a conference is needed, parents should call the

teacher to set up an appropriate time free of distraction where both parent and teacher can focus on the child.

Email

Our faculty emails are found on our webpage <https://uncw.edu/virgo/>. Some of our teachers utilize Remind and Class Dojo to communicate with our families on a daily basis. Please contact your child's teacher to receive the Remind information or ClassDojo information. All are also welcome to communicate with school administration via email.

Newsletters

Our teachers may send home newsletters with information concerning curriculum, projects, tests, schedules, field trips and expectations. A school-wide newsletter may be sent periodically throughout the year and posted on the school webpage.

Website

D.C. Virgo Preparatory Academy's website can be found at <https://uncw.edu/virgo>. The site includes pages such as "For Parents, News and Events, Faculty and Staff, Contact Information, Community Engagement, DCVPA Chancellor's Advisory Board, Employment Opportunities, Legislation, Design Team, etc." Within those pages the school calendar, Parent Portal, lunch menus, bus route information, and additional relevant information can be found.

Part VI: General Information

Personal Property	The Family Educational Rights and Privacy Act (FERPA)
Child Custody	Parent Resource Room
Change of Address/Phone Number	Lost and Found
School Pictures	Prohibited Items
Bicycles	Sale or Trade of Items
Birthdays and Deliveries	Property Damage
Educational Records	Patriotic Exercises
	School Lunch Program

Personal Property

Cameras, iPods, Nintendo DS, cellphones, expensive accessories, and large sums of money should NOT be brought to school. **If such items are brought, they will be collected by the teacher or administrator and a parent will need to come in and pick up the item.** However, any item stolen or lost will not be the responsibility of the school to replace.

Child Custody Papers

It is very important that the office have current custody documents on file. If these documents change at all during the school year, please bring a copy of the documentation to the office as soon as possible. The office will follow the directions outlined in the documents currently on file unless a change is documented, presented, and provided by parents or attorneys.

Change in Address or Phone Number

Please notify the office and your child's teacher as soon as the change occurs if you move or change your phone number during the academic year. In the event of an address change, updated proof of residency is required. Please review the parent portal to check for accuracy in your address and phone number.

School Pictures

Each year the school may provide an opportunity for students to take school pictures. Purchasing school pictures is optional; however, please try to support the school with this event.

Bicycles

Students who ride bicycles must exercise caution and obey all traffic laws. All bicycles are to be parked in the area designated for that purpose and should be locked. Upon arrival and dismissal, students are to walk their bicycles to the appropriate crossing guard and not ride on campus among others; no bicycles are to be ridden on school campus.

Birthdays and Deliveries

Please speak to the classroom teacher and/or Principal about appropriate classroom celebrations for children's birthdays in an effort to preserve our instructional time with students. Please refrain from sending flower arrangements or balloons to students while at school. If delivered to the school, these items will remain in the main office until the end of the day. Please be reminded that flowers and balloons cannot go home with students on the school bus.

Educational Records

A parent/guardian or legal custodian may review their child's educational record. The school will arrange a conference with parents or guardians if they would like to discuss the record. If you would like a copy of your student's educational records, please provide us with at least a 24 hour notice through our Data Manager.

FERPA (Family Educational Rights and Privacy Act)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that governs the maintenance of school records. Under the law, parents and legal guardians of students or students who are 18 years old or older have the right to inspect all records maintained by the school regarding the student and the right to point out inaccuracies. Under FERPA, people not identified as parent/guardian or student will have limited access to student's records and require written consent from a parent, guardian, and/or student aged 18 or

older. Requests to review student records and requests to correct inaccurate records may be made to the Principal.

Parent Resource Room

A Parent Resource Room is housed within the school building. During the school day, parents are encouraged to use the Parent Resource Room to familiarize themselves with the school, meet other parents, access relevant literature on parenting and education, and receive computer and internet access. In order to access the Parent Resource Room during the school day, simply check in the main office and someone in the office will direct you to this resource. The Parent Resource Room may also be used to teach parent education classes, literacy classes, and any other needs identified by the families based on survey feedback.

Lost and Found

All items turned into the school's Lost and Found will be kept for a period of time before potential donation. School staff will make all efforts to locate owners. Prior to donation, items may be cleaned and used in the school's clothing closet; others will then be donated to a local charity. If your child is missing articles of clothing or other items, please inquire about them with your child's teacher or at the front desk.

Prohibited Items

Personal Items including iPads, iPods, pagers, radios, CD players, tape players, recorders, videos, cameras, video cameras, video games, trading cards, skateboards, fingerboards, fidget spinners, and other distracting items are not to be brought to school. If detected, these items will be collected. Since these items are not allowed at Virgo, the staff will not accept responsibility for lost, damaged, or stolen personal belongings and are not responsible for returning confiscated belongings. Please keep these items and other valuable possessions at home.

Sale or Trade of Items

Students are not to engage in the sale of items to other students or the trading of items with other students. The sale of food, candy, gum, pencils, clothing and other items is not permitted. Items and cash received will be confiscated.

Property Damage

Students will be liable for any and all school property they damage. Defacing or purposefully damaging school property in any way will lead to disciplinary action. It is also against the law for students to vandalize school property.

Patriotic Exercises

Each school day will begin with the Pledge of Allegiance. The Pledge of Allegiance will be followed by reciting the D.C. Virgo Pledge. No staff or students will be required to participate in either exercise. For those not participating in the reciting of the Pledge of Allegiance or the D.C. Virgo Pledge, silence shall be maintained.

School Lunch Program

D.C. Virgo Preparatory Academy participates in the National School Lunch Program through New Hanover County Schools. We provide hot breakfast and lunch options for all students who wish to purchase their lunch at school. As a participant in the Community Eligibility Provision program, students are afforded the opportunity to receive free breakfast and lunch daily. Student lunch accounts are available for the purchase of additional items during breakfast and lunch.

Part VII: Health

General Health	
Diabetes	
Illness	
Immunizations	
Kindergarten Health Assessment	
Medication	
Tobacco-Free Campus	

General Health

Please keep the school apprised of any health concerns or special needs that your child may need while attending school. If our students are involved in an accident or suddenly becomes ill, we will make every effort to contact the parent/guardian to provide details and discuss the situation. If your child becomes ill with a communicable disease, please alert us as soon as possible. Students should not return to school after an illness until they are well enough to participate in his or her regular school program. If the doctor should advise your child not to participate in any physical education classes, recess or games, please send written notification to the school nurse and the classroom teacher.

Diabetes

North Carolina law requires the development of a care plan for students with diabetes. If your child has diabetes please contact our school nurse and ask for the parental request for an individual diabetes care plan.

Illness

Sometimes it is necessary to send a child home from school due to sickness. This occurs when the teacher sees that a child is unable to participate in school activities. If your child needs to go home, we will make every effort to contact you. If, for some reason, we cannot reach you or you will be detained for some length of time, we will then contact the people you have listed on the emergency contact sheet. It is very important that you keep this sheet up-to-date.

If a student becomes ill and has a fever above 100°F, we will contact the parent/guardian to pick up the child. In addition, if the temperature is below 100°F and the child is exhibiting other symptoms he or she could be sent home. If a student has lice, scabies or impetigo, he or she will be dismissed until treatment has been given. Students with inflamed eyes, a rash, or lesions could be excluded from class activity until the possibility of contagious disease could be ruled out or written permission from a doctor indicating the student may return to school. Please report to the main office to pick-up your child when you receive a call regarding illness.

Immunizations

North Carolina Vaccine-Specific Requirements

The North Carolina General Statutes (G.S. 130A-152(a)) requires immunizations for every child present in this state. Every parent, guardian or person in loco parentis is responsible for ensuring that their child(ren) receives required immunizations. If you have specific questions regarding your child, please contact your child's health care provider or your local health department. We will notify you by phone and letter if your child's immunization is not up to date.

Immunizations:

Parents of all children must present to the school acceptable medical evidence indicating that the required immunizations have been received, which are:

a) 5 DTP doses (If the 4th dose is after the fourth birthday, a 5th is not required)

A booster dose of Tdap vaccine is required for all children before entering 6th grade on or after Aug. 1, 2008, if 5 years or more have passed since the last dose of tetanus-containing vaccine.

b) 4 Polio doses (If the 3rd dose is after the fourth birthday, a 4th dose is not required)

c) 1-4 Hib doses

d) 2 Measles, Mumps, Rubella doses (on or after first birthday and before entering school)

e) 1 Varicella dose for students born on/after 4/01/01. Students born before 4/01/01 are not required to receive varicella vaccine.

f) 3 doses Hepatitis B vaccine for students born on or after 7/01/94.

Religious and/or medical exemptions must be appropriately documented and on file in the school office and submitted for review as to legal exceptions. Students not in compliance with the immunization policy will not be allowed to attend school.

VACCINE	Number of Doses	VACCINE	Number of Doses
DTaP (diphtheria, tetanus and acellular pertussis)	5 doses	Rubella	1 dose
Polio	4 doses	Hib (haemophilus influenzae type B)	3-4 doses
Measles	2 doses	Hepatitis B (Hep B)	3 doses
Mumps	2 doses	Varicella (chickenpox)	2 doses
Pneumococcal Conjugate	4 doses		

Please contact your health care provider or local health department to schedule an appointment to receive the vaccines your child may be missing.

You must provide proof of your child's immunizations on the first day of school. Acceptable proof of vaccination is a copy of your child's Certificate of Immunization.

For more information about the vaccines required for school entry please visit www.immunize.nc.gov.

Sincerely,



NC DEPARTMENT OF
HEALTH AND
HUMAN SERVICES
Division of Public Health



The T-Dap is required for every student entering 7th grade or enrolling from out of state. Students have 30 days from the start of school to have the immunization. Any student out of compliance after the 30 days will be suspended until the immunization has been given. The NHC Health Department offers the immunization free of charge.

NC BACK TO SCHOOL Immunization Requirements

Seventh Grade Entry Vaccine Requirements*



DTaP	5 doses
Polio	4 doses
MMR (or 2 measles, 2 mumps, 1 rubella)	2 doses
Hepatitis B	3 doses
Varicella	1 dose
Tdap	1 dose
Meningococcal conjugate	1 dose

* At all ages and grades, the number of doses required may vary by a child's age and when they were vaccinated.



Kindergarten Health Assessment

Every child entering kindergarten for the first time must receive a health assessment conducted by a physician, a physician's assistant, a nurse practitioner or a public health nurse. The health assessment must be completed no more than 12 months prior to the date of school entry. The principal of each elementary school shall be responsible for having on file a health assessment transmittal form for each kindergarten student before they are enrolled.

Medication

A physician's authorization for medication is necessary if school personnel are to dispense medication at school or on field trips (including over-the-counter medication). This is applicable for short-term and long-term periods. All medication must be in an original, labeled container. This includes prescription and over-the-counter medication. All medication will be kept in a secure location. However, if the "Physician's Authorization" indicates that the student may possess and self-administer any medication, the student may have the medication in their possession. If this is the case, the parent must provide backup medication to the school that will be kept in a secure location (G.S. 115C 375.2) Parents may come to school to administer medication as well.

Students are not to have in their possession any kind of medication (including over-the-counter medications) while on the school grounds, unless so indicated on the Physician's Authorization. Parents or guardians are asked to meet with the school nurse to ensure all written authorizations, physician statements, and treatment plans are on file.

Tobacco Free Campus (DCVPA Policy 7250)

DCVPA promotes the health and safety of all students and staff and the cleanliness of all school facilities. DCVPA believes that the use of tobacco products on school grounds, in school buildings and facilities, in or on any other school property owned or operated by the school board, or at school-related or school-sponsored events is detrimental to the health and safety of students, staff, and school visitors. To this end, and to comply with state and federal law, DCVPA adopts this tobacco-free policy that prohibits smoking and the use of tobacco products as follows. For the purposes of this policy, the term "tobacco product" means any product that contains or is made or derived from tobacco and is intended for human consumption, including all lighted and smokeless tobacco products, as well as electronic cigarettes, vaporizers, and other electronic smoking devices even if they do not contain tobacco or nicotine.

Part VIII: Curriculum, Instruction, Assessment and Services

Reporting of Student Progress	
"Specials" Information	
Curriculum	
Looping	
Sex Education	
Field Studies/Field Trips	
Special Education Services	
Assessments, Testing and Accountability	
Multi-Tiered System of Supports	
504 Plans	
School Social Worker	
Mental Health Service Providers	

Reporting of Student Progress

Report cards are issued four times during the school year. Parents/Guardians should come to the school to pick up report cards at the end of the first, second, and third quarters. Report cards are mailed to students at the end of the fourth quarter. You will be notified of the dates. Letter grades are given for each subject as follows:

A = (100-90)

B = (89-80)

C = (79-70)

D = (69-60)

F = (59-0)

(/) – Indicates an area not to be graded at this time.

Report Card Distribution Dates:

Wednesday, October 16, 2024

Wednesday, January 8, 2025

Wednesday, March 19, 2025

Thursday, June 12, 2025

Progress Report Distribution Days

Friday, August 30, 2024

Wednesday, November 13, 2024

Tuesday, February 11, 2025

Thursday, May 1, 2025

Student Accomplishments

D.C. Virgo Preparatory Academy believes in the importance of highlighting student accomplishments. Highlighting student success is a focus; we believe recognition results in: confidence, extra motivation, a stronger school and community, and allows faculty and staff to send positive messages to all stakeholders around student success. Recognitions may include **PBIS recognition, Honor Roll/Awards, Perfect Attendance and Student of the Month.**

School-wide honor rolls are formulated at the end of each quarter:

A Honor Roll	A's in all subjects
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A/B Honor Roll	A's and B's in all subjects; no unsatisfactory conduct marks
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Citizenship*	Recognition from the classroom teacher and no disciplinary referrals
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Perfect Attend ance	Requires that there be no absences and no tardies (including excused ones) during the quarter for which the award is presented.
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Student of the Month	Recommendation from the classroom teacher
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() A student is a good citizen at DCVPA when he/she gets along well with peers, teachers, and staff, and is helpful in the classroom. The student also typically follows the expectations of the PAWS matrix.*

Homework

Homework assignments are an extension of the instructional program. It is designed to reinforce what has been taught during the school day. The following are suggested time allocations for homework:

Kindergarten 15 minutes per day

Grades 1, 2, and 3 30 minutes per day

Grades 4, 5, and 6 45 minutes per day

Grades 7 and 8 90 minutes per day

“Specials” Information

At D. C. Virgo Preparatory Academy all students will participate in additional classes of art, music and physical education (as required by state mandate). All students will be provided grades based on the school’s grading policy for assessments and work completed based on curriculum standards.

Curriculum

As a public laboratory school, D. C. Virgo Preparatory Academy uses the North Carolina Common Core and Essential Teaching Standards as a guideline for teaching. These standards are the foundation for all instruction and through inquiry-based learning, classes and individual students shall participate in differentiated lessons. For more information on the NC Standards, Curriculum and Instruction please visit:

<http://www.dpi.state.nc.us/curriculum/>

Looping

“Looping is a concept that makes intuitive sense--by allowing teachers to teach a class of students for a longer period of time and by capitalizing on the teacher’s increased knowledge of students and their academic needs, as well as on an increased amount of learning time resulting from fewer transitions.” <https://www.aasa.org/SchoolAdministratorArticle.aspx?id=14482>

At D. C. Virgo Preparatory Academy, elementary classes may loop *whenever possible* allowing a teacher to remain with one group of students at least two years. Classroom dynamics, teacher strengths and individual student needs will be considerations in making decisions about looping.

Sex Education

Faculty associated with D. C. Virgo Preparatory Academy believes parents or guardians should make decisions concerning the student's participation in a sex education program. In accordance with NC General Statutes and regulations, a focused program of sex education will be offered to students in select grades 6-8. Parents or guardians may review the instructional materials, discuss the goals/objectives with the teachers/administrators, and obtain other information to assist them in deciding whether to consent to their child's participation in the program. Prior to placement in the sex education program, **the school must receive written permission from the parent or guardian.** Any student without written consent on file at the school will not participate in the sex education program.

Field Studies/Field Trips

All planned school-sponsored trips away from school grounds, including athletic trips, are considered extensions of learning. Students and staff are subject to the same rules and regulations they would be if they were on school grounds.

School staff is required to follow established school procedures in planning and supervising all school sponsored trips. Under no circumstances shall any staff member take any student(s) off campus unless authorized by the Principal.

Students must have written parental permission in order to participate in trips requiring transportation. As a condition of participation in any off-campus trip, the student and his/her parent/guardian shall, prior to the departure date, file a signed copy of the Parent/Guardian Field Trip Permission Waiver and Medical Authorization form with the school.

There will be times when a parent does not want his/her child to participate in a school-sponsored trip. Participation cannot be required under law. We will provide an alternative educational experience for students whose parents/guardians do not wish them to participate in a trip.

Special Education Services

The Exceptional Children's Program is served by certified Exceptional Children's teachers and Instructional Assistants hired to work specifically within the program.

The EC Director acts as a liaison between the Department of Public Instruction and the school to maintain compliance with all NC EC Policies and Procedures. Additional responsibilities include supervising student EC services, contract personnel, academic and behavioral support, maintaining student records and files and staff development/training.

EC teachers are scheduled by the EC Director to meet the needs of students and work to provide the needed instruction and support outlined in each student's IEP. Support services are contracted on an as-needed basis. They include a School Psychologist, Speech/Language Pathologist, Occupational Therapist, and a Physical Therapist.

A collaborative team approach is utilized to serve and meet each student's individual needs. The EC department provides direct services to each exceptional child and works closely with the regular education teachers to support the student's success through effective instructional practices, assessment, and accommodations to ensure each student's access to the N.C. Standard Course of Study. The program is driven by the students' Individual Education Plans and the team recommendations as to what is best for each exceptional child.

Students are scheduled into the regular classroom setting to the greatest extent possible. The practice of maintaining students in the least restrictive environment appropriate for each child's needs is followed. Information to address student progress toward mastery or non-mastery of goals, as outlined in the student's Individualized Education Plan (IEP), is provided at the same time students' general education classroom progress reports are sent.

Assessments, Testing, Accountability

Teachers use data to drive their instruction. As a school, we use an electronic database called PowerSchool for final grade reporting. Teachers enter grades that can be viewed by parents for their individual students with a login that is given at the beginning of the school year. This allows for constant communication about student progress and

assignments. All teachers will also send home regular formal progress reports at least once a quarter.

Informal methods of assessment may include:

- Observations by teacher or other faculty members
- Running records (anecdotal notes about the student)
- Samples of student work

Formal assessments may include:

- Portfolios
- Reading assessments, Math assessments
- Tests
- Project rubrics and feedback
- Quarterly report cards and narratives

Students are assessed regularly in reading and math through the schoolwide universal screeners AIMSWEB and MClass. As required by the state, all students in grades 3 – 8 participate in the North Carolina End of Grade Tests in Reading and Math as well as Science in grades 5 and 8. Students in these grades may also participate in NC Check-ins for reading and math at least twice a year. Information regarding these tests and results will be discussed with parents and a copy of the School Report Card will be sent as available.

Multi-Tiered System of Supports

NC MTSS is a school improvement framework that encompasses academic, behavioral, social, and emotional instruction and support. NC MTSS employs a systems approach using data-driven problem-solving to maximize growth for all students. The goal of the MTSS framework is to maximize effective core instruction (Tier 1) in academics, behavior and social emotional learning for all students. Research based data is collected throughout the year that can help teachers and support staff determine if a student might need supplemental, small group (Tier 2) or individualized, intensive instruction (Tier 3) to gain proficiency in these areas. If a student is determined to need these additional supports, a multidisciplinary team consisting of (but not limited to) the student's caregiver/s, teacher and targeted support staff will work together to assist the student, at school and at home, in closing the achievement gap.

504 Plans

The 504 Plan is a plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary school receives accommodations that will ensure academic success and access to the learning environment. Students with 504 plans do not require specialized instruction but the plan should be updated annually to ensure the student is receiving the most effective accommodations for their specific circumstances. The 504 Coordinator will work closely with teachers and staff to ensure accommodations are met. Parents or teachers may request a meeting to review a 504 throughout the academic school year but a meeting must be held at least once a year to remain compliant with the Section 504 guidelines. More information can be found at: <http://www.dpi.state.nc.us/parents/disabilities/section504/>. In compliance with federal law, including Section 504 of the 1973 Rehabilitation Act (Section 504), D.C. Virgo Preparatory Academy administers all state-operated educational programs, employment activities, and admissions without discrimination because of disability, race, religion, national, or ethnic origin, color, age, or military service and provides equal access to the Boy Scouts and other designated youth groups.

For inquiries regarding Section 504 contact:

Webster Guthrie (Students)

813 Nixon Street, Wilmington, NC 28401

(910) 251-6150

guthriew@dcvirgo.com

Elizabeth Grimes (Employees)

601 South College Road, Wilmington, NC 28403

grimese@uncw.edu

Support Staff

School Social Worker

D. C. Virgo Preparatory Academy is fortunate to have a full-time, licensed clinical social worker. This role provides opportunity to perform a variety of mental health therapies and

diagnostic procedures, can be involved in direct therapy, can assess and make evaluations of mental health, and make judgements on the best course of treatment. Additionally, the role provides opportunity for relationships with outside providers within the school community. Our current LCSW provides guidance to social work interns in conjunction with the College of Health and Human Services at the University of North Carolina at Wilmington.

Other areas within the scope of work relative to D. C. Virgo Preparatory Academy include:

- School Attendance Coordinator
- Restorative justice and resilience practice
- McKinney-Vento Coordinator
- Nourish NC Contact
- Clothing/Hygiene closet

School Counselor(s)

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program. School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all. School counselors help all students apply academic achievement strategies, manage emotions and apply interpersonal skills and plan for postsecondary options.

School Psychologist

School psychologists work to support individual students through various developmental and mental health issues. They focus on assessing and testing those who may qualify for additional services. School counselors also touch on some of these factors, but they tend to work with the entire student population. Their work can also include crisis intervention and preparing students for future educational and professional experiences.

School Behavior Specialist

School Behavior Specialists work with teachers to assess and improve student behavior. Provides interventions to targeted students to increase responsible behavior and reduce negative behavior including but not limited to small group and one-on-one interventions. Develops and facilitates the implementation of functional behavior plans. Facilitates the

development of behavior modification plans. Documents, maintains, analyzes and discusses data with the student, parents, and others to determine impact of the interventions. Provides staff development focusing on students with difficult behaviors and related topics. Consults with IEP teams as requested. Supports paraprofessionals assigned to students with difficult behaviors. Communicates with student's parents and other school personnel to build and implement a strong support mechanism for the student.

Additional Service Providers

Mental health services and providers are directly coordinated through our School Social Worker.

Part IX: School Safety
Restraint, Seclusion, and Isolation
School Resource Officer
University of North Carolina at Wilmington Police
Safety Drills
Emergency Preparedness: Lockdown, Shelter-in-Place, Evacuation

<https://uncw.edu/virgo/documents/policies/rules-for-use-of-seclusion-and-restraint-in-schools-dcvpa-rules-4302-r.pdf>

Restraint, Seclusion and Isolation

It is a goal of D. C. Virgo Preparatory Academy to promote a safe school environment. Restraint, seclusion and isolation will be used only as permitted under the policy. Any student may be restrained, secluded or isolated in accordance with the provisions of this policy. Also, school personnel may use "reasonable force" to control behavior or to remove a person from a scene in the circumstances specified in NCGS 115C-390.3, including self defense. NC House Bill 1032 *Reasonable Force* describes clarification on the permissible uses of seclusion and restraint.

School Resource Officer

The School Resource Officer (SRO) program places law enforcement officers in schools with the goals of creating and maintaining safe, secure and orderly learning environments for students, teachers and staff. An SRO program reflects a community's desire to ensure that its schools are safe, secure and orderly. SROs represent a proactive strategy designed to bring prevention and intervention in the school community.

What School Resource Officers (SROs) Are

SROs are valuable resources for their schools. They are trained to fulfill three roles: they first and foremost are law enforcement officers whose primary purpose is to "keep the peace" in their schools so that students can learn and teachers can teach; secondly, they are law-related counselors who provide guidance on law-related issues to students and

act as a link to support services both inside and outside the school environment; and thirdly, they are law-related education teachers who provide schools with an additional educational resource by sharing their expertise in the classroom.

Beyond these identified roles and, perhaps most importantly, SROs are positive role models for many students. Their presence in the schools reminds everyone that safety matters and we strive to ensure a warm, safe environment. D. C. Virgo Preparatory Academy currently contracts with the New Hanover County Sheriff's Office to ensure an SRO is available during normal school hours and afterschool events.

University of North Carolina at Wilmington Police

As a laboratory school operated by the University of North Carolina at Wilmington, the obligations of the department also rests with our school. The primary objective of the UNCW Police Department is to provide a safe and secure environment within which students, faculty, and staff can live, learn, and work. The department comprises three divisions – Support Services, Investigations, and Operations. The officers who staff these divisions are duly sworn, certified, armed, and empowered with the same authority as other local law enforcement officers in the State of North Carolina as regulated by the North Carolina Department of Justice.

Safety Drills

Laboratory schools are required to conduct safety drills throughout the school year to ensure students and staff are well prepared in the event of an emergency. At least once a year, a lab school is encouraged to hold a full schoolwide lockdown exercise with local law enforcement and emergency management agencies that are part of the lab school's School Risk Management Plan.

Emergency Preparedness: Lockdown, Shelter-in-Place, Evacuation

Help us be prepared!

- a. Ensure we have your most accurate contact information and that your phones are set up with the school's automated phone and/or text system. Please keep phone numbers, including cell phone numbers, up to date with

the front office or our school's Data Manager. You may call 910-251-6150 to discuss any changes.

- b.** Talk to your children about what to do, where to meet, and how to contact you.
- c.** Provide the school with names and contact information for people authorized to pick up your child.
- d.** Remain calm. Remain at home/work to be more accessible if you need to be contacted.
- e.** Refrain from contacting students by cell phone. If numerous people are using cell phones at one location, airways can become jammed and possibly prevent emergency and school officials from using their cell phones.
- f.** Look to the local TV, radio stations and social media for updates.
- g.** Notify the school administration/faculty or office if you see a dangerous or suspicious situation at or near the school.
- h.** Ensure the school has at least a 1-2 day medication supply if your child takes medicine at school on a daily basis.
- i.** Remember, the school is prepared and the safety of our students is our NUMBER ONE PRIORITY.

What should parents do during a school emergency?

In an emergency situation, your first reaction may be to call the school or come to the school to pick up your child. While this response is completely natural, please be aware that it may interfere with emergency agencies that are dealing with the situation. We ask that you remain patient, and listen for school communication for information and updates.

What will the school be doing?

LOCKDOWN secures the building and safely shelters all students, staff, and visitors inside the school building. ****ONLY public safety officials will be allowed to enter a building after it has been placed on lockdown due to an emergency.****

SHELTER-IN-PLACE is a modification of a lockdown which moves students, staff, and visitors away from rooms on the perimeter to safe areas within the school; students and staff may move within the building in which they’re located only.

EVACUATION requires students, staff, and visitors to exit an unsafe school building. You will be immediately notified if this has to occur and provided pick-up information.

What type of emergencies might impact my child’s school?

All emergencies impact schools, including local and national events. Here are some examples of emergencies with actions that a school may take in response:

- **Severe Weather** (hail, snow, tornado, hurricane)- may result in shelter-in-place
- **Missing Person or Student**- may result in a lockdown
- **Fire**- may result in evacuation or shelter-in-place depending on location and severity of fire.
- **Weapons**- may result in an evacuation or a lockdown
- **Bomb Threat**- may result in evacuation
- **Chemical/Hazmat/Biological Materials**- may result in evacuation or shelter-in-place depending on the location of the incident
- **Intruder**- may result in a lockdown or evacuation depending upon the circumstances
- **Rumors**- Please call your school to report and confirm any rumors

WE ARE PREPARED!

We want our parents and community to feel confident that we have a plan for emergency situations. While we hope to never have to use our plan, we are prepared. Faculty and staff go through training with each situation. Throughout the year, we have drills that include students and faculty to practice being prepared for these situations. This information is in place to help you be more prepared and informed about school emergencies. Through a partnership with students, staff, parents, and the community, we can all keep our schools and children safe.

Part X: School-Community Partnerships
Volunteers

Parent Teacher Association (PTA)
School Improvement Team
Title I Commitment and Compact

Volunteers

If individuals or organizations are interested in volunteering time and services to D. C. Virgo Preparatory Academy, please complete the survey at [DCVPA Volunteer & Community Partnership Request](#). Potential volunteers will be contacted to discuss and schedule the engagement.

Parent Teacher Association (PTA)

The D. C. Virgo Preparatory Academy's PTA reflects the mission of the national PTA - to make every child's potential a reality by engaging and empowering families and communities to advocate for all children.

The PTA Values are:

- **Collaboration:** We will work in partnership with a wide array of individuals and organizations to broaden and enhance our ability to serve and advocate for all children and families.
- **Commitment:** We are dedicated to children's educational success, health, and well-being through strong family and community engagement, while remaining accountable to the principles upon which our association was founded.
- **Diversity:** We acknowledge the potential of everyone without regard, including but not limited to: age, culture, economic status, educational background, ethnicity, gender, geographic location, legal status, marital status, mental ability, national origin, organizational position, parental status, physical ability, political philosophy, race, religion, sexual orientation, and work experience.
- **Respect:** We value the individual contributions of members, employees, volunteers, and partners as we work collaboratively to achieve our association's goals.
- **Accountability:** All members, employees, volunteers, and partners have a shared responsibility to align their efforts toward the achievement of our association's strategic initiatives.

PTA Meetings are held monthly at the school on the second Tuesday at 6:00pm. Membership information can be found in the front office and through <http://dcvirgo.memberhub.com/HS72238>.

School Improvement Team and Planning

School Improvement Teams are required by North Carolina law to develop school improvement plans to set goals and allow team members to collaborate on ways to achieve the goals and needs of the school. School improvement planning acts as a “map that identifies the school’s destination and requires both decision-making and action from a variety of stakeholders to reach the destination in the most direct route.”

D. C. Virgo Preparatory Academy utilizes NC Star to guide the improvement process. It is a web-based tool that helps “build accountability as well as helps schools track their improvement plans. NCStar is premised on the firm belief that district and school improvement is best accomplished when directed by the people, working in teams, closest to the students,” including parents.

The current school improvement team is composed of both school and university staff, parents, and representatives of advisory boards closely related to the work of the school. Meetings are held monthly and are open to the public. Using the Indistar [Link](#), anyone can access the D.C. Virgo School Improvement Plan. The login and password are below:


- Login: GuestS18825
- Password: GuestS18825

Additional information about the school improvement plan process and Indistar can also be located on the following websites:

- <https://www.dpi.nc.gov/educators/home-base/school-improvement-planning-and-ncstar>
- <https://uncw.edu/academics/colleges/wce/partnerships-centers/school-partnerships/dc-virgo/for-families>


Title I Commitment and Compact

- A school-parent compact is a **written agreement between the school and parents/guardians of children** participating in Title I, Part A programs, that identifies the activities that parents, the school staff, and students will undertake to share the responsibility for improved student academic achievement. The compact should be unique to each school.
- At a minimum, the school-parent compact must include:



- **The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's student academic achievement standards;**

- Ways in which parents and families will be responsible for supporting their children's learning (e.g., monitoring attendance, homework completion, or television watching; volunteering in their child's classroom; or positive use of extracurricular time); and

- The importance of communication between teachers and parents and families on an ongoing basis through, at a minimum:
 - Parent/family-teacher conferences to discuss the compact;
 - Frequent reports to parents and family on their child's progress; and
 - Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities, and academic achievement
- 

A copy of the School Parent Compact will be sent home by the end of the first nine week grading period. It will be reviewed annually after collaboration with families in conjunction with PTA and/or through parent representation on the School Improvement Team.

Part XI: Student Admissions

Non-discriminatory policy

Title IX

Student Admission Assignment

Enrollment

Non-discriminatory Policy

D. C. Virgo Preparatory Academy shall not discriminate against any student on the basis of race, creed, color, religion, national origin, age, ancestry, sexual orientation, disability or measure of intellectual ability or achievement or aptitude or athletic ability in its admissions or education programs. Tuition or admission fees shall not be charged to any student.

Title IX

The University of North Carolina Wilmington and DC Virgo Preparatory Academy acknowledge the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. Accordingly, the University of North Carolina Wilmington and DC Virgo Preparatory Academy do not discriminate on the basis of sex in its education programs or activities and is required by Title IX of the Education Amendments Act of 1972 and federal regulations to not discriminate in such a manner. This requirement extends to admission and employment. The University of North Carolina Wilmington and DC Virgo Preparatory Academy will not tolerate discrimination on the basis of sex, including any form of sexual harassment as that term is defined under Title IX, in any program or activity of the school system and takes seriously all reports and formal complaints of sexual harassment.

DCVPA's Title IX sexual harassment policy 4035 specifically prohibits sexual harassment of students or by students as that term is defined under Title IX. It provides a process for students, employees, and others to report such sexual harassment for response by school officials. All incidents of conduct that could constitute sexual harassment under this policy

are to be reported and treated in accordance with this policy, whether or not the incidents may also constitute violations of other board policies or standards of conduct.

Individuals who believe they have been subjected to sexual harassment prohibited by this policy or who have witnessed or have reliable information that another person has been subjected to sexual harassment prohibited by this policy should use the process provided in Section C of this policy to report such violations.

The University of North Carolina Wilmington and DC Virgo Preparatory Academy also provide a grievance process for those who believe they have been victims of sexual harassment that is designed to achieve prompt and equitable resolution of formal complaints of sexual harassment through a formal investigation and adjudication of the allegations in the complaint or through informal resolution processes. The policy also contains the grievance process for student complainants and respondents. Employees may use the process provided in 02.205 Unlawful Discrimination, Harassment, and Sexual Misconduct Policy and related policies.

INQUIRIES ABOUT TITLE IX

The University of North Carolina Wilmington and DC Virgo Preparatory Academy have designated a Title IX Coordinator to coordinate its efforts to comply with its responsibilities under Title IX and its implementing regulations. Inquiries about the application of Title IX and its implementing federal regulations may be referred to the Title IX Coordinator and/or the Assistant Secretary for Civil Rights in the Office for Civil Rights at the U.S. Department of Education.

The contact information is as follows.

Office Address: UNCW, 1009 DePaolo Hall

Email Address: titleix@uncw.edu

Phone Number: 910-962-2937

Fax Number: 910-962-7556

The contact information for the Office for Civil Rights with jurisdiction over North Carolina is as follows.

4000 Maryland Ave, SW
Washington, DC 20202-1475
Telephone: 202-453-6020
FAX: 202-453-6021
Email: OCR.DC@ed.gov

Student Admissions and Assignment

D. C. Virgo Preparatory Academy is a free public laboratory school that admits students of any race, color, creed, disability, sexual orientation, nationality or ethnic origin:

(a) A child shall be eligible to attend DCVPA if the child resides in the local school administrative unit in which a laboratory school is located (New Hanover School District) and meets at least one of the following criteria:

- (1) Is assigned to a low-performing school, as defined by G.S. 115C-105.37 at the time of the student's application.
- (2) Did not meet expected growth in the prior school year based on one or more indicators listed in subsection (d) of this section found below.
- (3) Is the sibling of a child who is eligible under subdivision (1) or (2) found above of this subsection.
- (4) Is the child of a laboratory school employee.

(b) No local board of education shall require any student enrolled in the local school administrative unit to attend a laboratory school.

(c) During each period of enrollment, DCVPA shall enroll an eligible student under subsection (a) of this section who submits a timely application, up to the capacity of a program, class, grade level, or building, in the order in which applications are received. Once enrolled, students are not required to reapply in subsequent enrollment periods. The laboratory school may give enrollment priority to the sibling of an enrolled student who attended the laboratory school in the prior school year.

(d) Any of the following shall serve as indicators that a student did not meet expected student growth in the prior school year: (i) grades, (ii) observations, (iii) diagnostic and formative assessments, (iv) State assessments, or (v) other factors, including reading on grade level.

(e) Notwithstanding the requirements of subsection (a) of this section, if DCVPA has not reached enrollment capacity in a program, class, grade level, or building by March 1, prior to the start of the next school year, the laboratory school may enroll children who reside in the local school administrative unit in which DCVPA is located but do not meet one of the criteria set forth in subdivisions (1) through (4) of subsection (a) of this section found above for up to twenty percent (20%) of the total capacity of the program, class, grade level, or building.

(f) Notwithstanding any law to the contrary, DCVPA may refuse admission to any student who has been expelled or suspended from a public school under N.C.G.S. 115C-390.5 13 through G.S. 115C-390.11 until the period of suspension or expulsion has expired.

Intent to enroll applications are available at the school and on the school website. Families are encouraged to visit our school and meet with administration if there are inquiries. Please call 910-251-6150 to schedule a visit.

Enrollment

D. C. Virgo Preparatory Academy will establish an enrollment period annually at least three months prior to the beginning of the next school year. The enrollment period will be long enough to provide a reasonable opportunity to submit applications but not less than 30 days.

D. C. Virgo relies upon accurate and truthful information on the application forms. If a parent or guardian provides false or incorrect information on the application form, such as an incorrect grade level or address not within the local school administrative unit, the application form will be considered invalid and the student will not be enrolled. The parent/guardian will be notified of the school's determination.

Other School Information

School Hours

7:15 – Students are permitted on campus; breakfast

7:30 – School start time; Morning Meeting begins

7:45 – Tardy

2:25 – Announcements

2:30 – School dismissal process

Early Dismissal

A parent/guardian, or other authorized adult (eighteen or older), included on the emergency form will be allowed to pick up a student leaving school for an early dismissal. Prior to being picked up, the student must report to the main office to be signed out. The parent/guardian will need a valid driver license or identification card to check students out of school. Under no circumstances will a student be allowed to leave the building alone during the school day.

Delayed Opening or Cancellation of School

The DCVPA Superintendent or Designee may suspend the operation of DCVPA for particular days or a portion of days in the event of inclement weather, an emergency, or other conditions requiring the termination of school. Closing and/or delay announcements are posted online at <https://uncw.edu/virgo/> on local TV stations and radio stations. It is important to know that DCVPA aligns itself with New Hanover County Schools for such events.

The safety of our students and staff are paramount at DCVPA. The KSwift automated telephone service will allow DCVPA to send a message or instructions to everyone in our parent community that has provided a telephone number to the school. Please keep us informed of all changes to your phone number in order for us to be successful in contacting you concerning matters of the school.